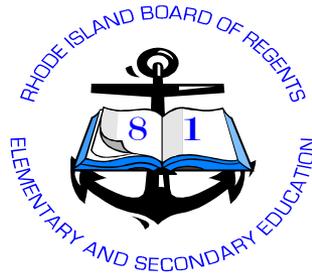


**Rhode Island Charter School
Performance Management Work Group
*Charter School Performance
Review***



August
2010

Goals

A system of charter accountability that...

- enables charters to be *vanguards* of Rhode Island's public school *system*;
- *supplements* federal and state requirements;
- weighs student outcomes most heavily.

Comprehensive Review

Charters will be evaluated on the following questions:

- 1. Is the school's educational program an academic success?**
2. Is the school providing the appropriate conditions for success?
3. Is the school a viable organization?

Comprehensive Review

- Each school will have an Accountability Plan that address all three questions.
- Accountability Plans will contain School-Specific Measures and RIDE Common Measures.
- All analysis and data gathering of RIDE Common Measures will be conducted by RIDE.
- Progress towards goals in the plan will be reported annually.

1. Is the school's educational program an academic success?

3-Year GOALS

- 1a. Charters will make statistically significant gains in absolute proficiency level by the end of the charter term.
- 1b. Charters' absolute proficiency levels will meet or exceed the 2012 Strategic Plan Proficiency Targets by the end of the charter term.
2. Charters will outperform their sending districts in each year of the charter term.
3. Charters will outperform RI public schools serving similar populations of students each year.
4. Charters will exceed the state's typical student-level growth percentile in each year of the charter term.

3-Year GOALS

5. Charters will ensure their English language learners make typical progress toward attaining English fluency.
6. Charter high schools will outperform post-secondary outcome benchmarks
7. Charters will meet their legal obligations related to access and quality of services for all students, especially ELL and SPED.
8. Charters will make AYP for all subgroups.

Overall Approach

- Multiple Measures, Multiple Stories

- Grades 3-8:

- Absolute Proficiency Level
- Sending District Comparison
- Demographically-Similar Schools Comparison
- Student-Level Growth
- ELL growth in fluency
- All other federal requirements (especially access and quality metrics around SPED and ELL)
- AYP

- High School:

- Absolute Proficiency Level
- Sending District Comparison
- Demographically-Similar Schools Comparison
- Post-secondary outcomes
- ELL growth in fluency
- All other federal requirements (especially access and quality metrics around SPED and ELL)
- AYP

Rating Approach

- Will rate performance on each measure, but will use all information
- Final assessment will be based on the **preponderance** of evidence

GOAL 1a:

Charters will make statistically significant gains in absolute proficiency level each year.

- Why?
 - Continuous Improvement
 - An assumption of many states' AYP targets

GOAL 1a:

Charters will make statistically significant gains in absolute proficiency level each year.

- How?
 - Calculate 95% confidence interval of proficiency level in the last three years.
 - Average the upper limits to create 3-year absolute proficiency target.
 - Ensures that the gains observed in each school is non-random.

GOAL 1a:

Charters will make statistically significant gains in absolute proficiency level each year.

Excellent Charter has 30 8th grade students and 50% of their students are proficient on the 8th grade NECAP math exam:

Minimum target

$$\text{High confidence} \leftarrow 1.96 * \sqrt{\frac{(50)(50)}{30}} + 50$$

error current proficiency

67.8%

The diagram illustrates the calculation of a minimum target for high confidence. It shows the formula: $1.96 * \sqrt{\frac{(50)(50)}{30}} + 50$. The result of this calculation is 67.8%. The current proficiency is 50%. The error is the difference between the minimum target and the current proficiency.

GOAL 1b:

Charters' absolute proficiency levels will meet or exceed the 2012 Strategic Plan Proficiency Targets by the end of the charter term.

- Why?
 - Aligning expectations for charters and traditional public schools in Rhode Island.

GOAL 1b:

Charters' absolute proficiency levels will meet or exceed the 2012 Strategic Plan Proficiency Targets by the end of the charter term.

	2008	2012	2015
Percent of elementary students proficient in reading		84	90
Percent of elementary students proficient in mathematics		76	90
Percent of elementary students proficient in science	40	60	75
Percent of middle school students proficient in reading		83	90
Percent of middle school students proficient in mathematics		68	75
Percent of middle school students proficient in science	18	38	68
Percent of high school students proficient in reading		84	90
Percent of high school students proficient in mathematics		47	77
Percent of high school students proficient in science	19	49	79

- If the minimum target set by Goal 1 does not exceed the strategic plan target, the strategic plan target replaces the Goal 1 Target.

GOAL 2:

Charters will outperform their sending districts in each year of the charter term.

- Why?
 - Ensure that choice is viable
- How?
 - Weighted average of sending district proficiency levels

GOAL 2:

Charters will outperform their sending districts in each year of the charter term.

Excellent Charter 8th Grade Math:

Sending District	% of Excellent Charter's 8 th Grade Student Body	Sending District Math Proficiency Level
Cranston	20%	78%
Providence	30%	45%
Pawtucket	50%	54%

$$=(20\% * 78\%) + (30\% * 45\%) + (50\% * 54\%)$$

=**56%**, Sending District Target

GOAL 3:

Charters will outperform RI public schools serving similar concentrations of traditionally underserved students each year.

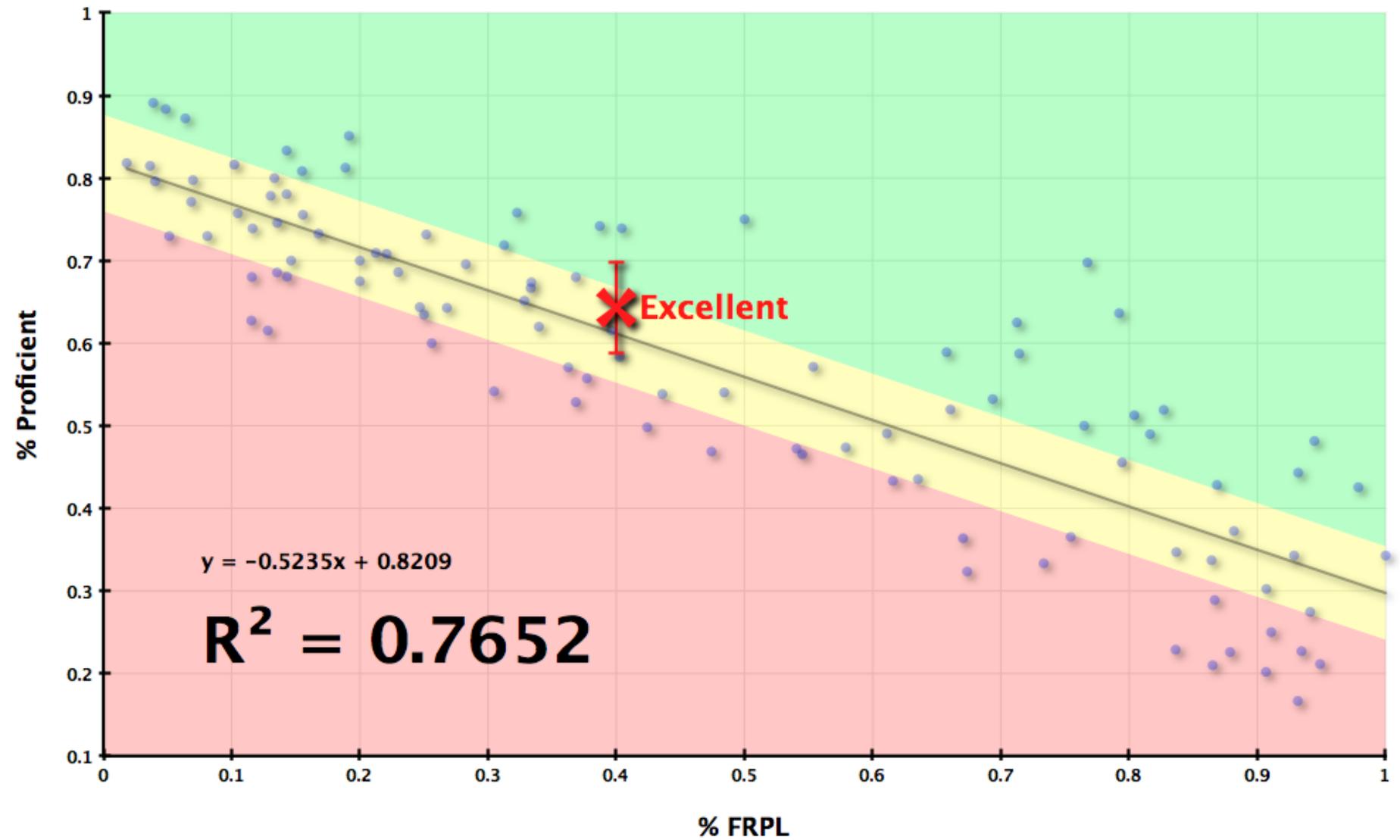
- Why?
 - Focus on traditionally under-served students
 - Considers difficulty serving concentrated populations of under-served students

GOAL 3:

Charters will outperform RI public schools serving similar populations of at-risk students each year.

- How?
 - Regression model that estimates proficiency level based on percentage of at-risk students.

Middle School Math – Similar Schools Model



GOAL 4:

Charters' student-level growth percentile will meet or exceed the state's median percentile each year.

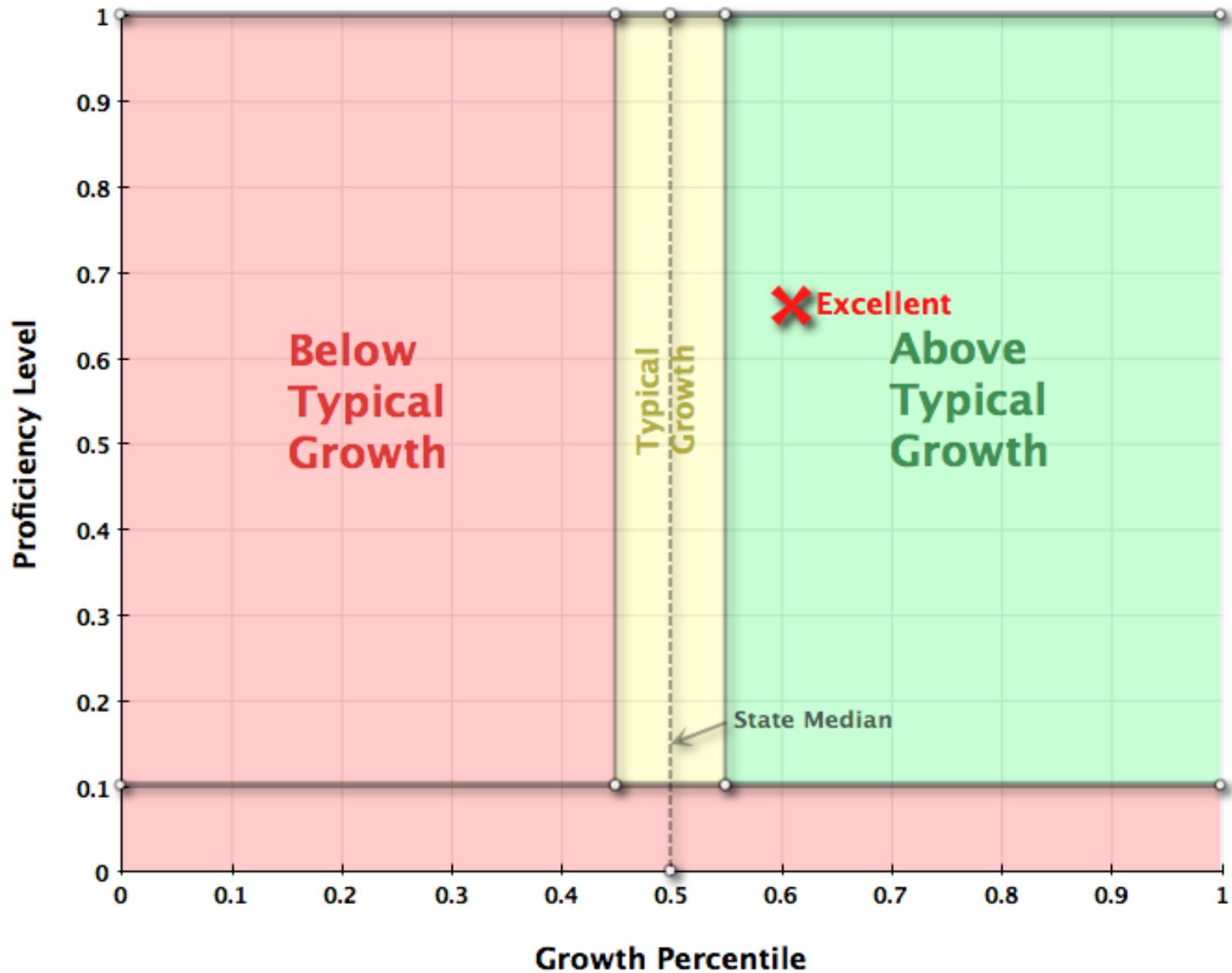
- Why?
 - Recognizes remarkable success in individual student growth.
 - Assess potential to reach future targets because of a strong growth trajectory.
 - Accounts for differences in student groups from year to year.

GOAL 4:

Charters' student-level growth percentile will meet or exceed the state's median percentile each year.

- How?
 - NCIEA/RIDE jointly-developed model.
 - Looks at student-level growth from year to year accounting for initial score.
 - Compares median student growth in a school to median student growth in the state

Growth Model Map



GOAL 5:

ELL students in charter schools will make typical progress attaining English fluency.

- Why?
 - Best assessment of direct success of ELL programs available.
 - Strong connection to academic success on NECAP
- How?
 - ACCESS growth compared to WiDAs estimates of typical growth controlling for initial proficiency and age.
 - Note: All Title III requirements (AMAOs) remain

GOAL 6:

Charter high schools will prepare students for post-secondary success in college or career.

- Why?
 - Ultimate goal of all K12 education is college and career readiness
- How?
 - All high schools will be required to include two “mission-specific” post-secondary measures that are outcome-based.

GOAL 7: *Charters will meet their legal obligations related to access and quality of services for all students, especially SPED.

- Why?
 - Ensure charters are successfully providing for the academic success of all their students.
- How?
 - Current requirements for IDEA covers the best performance and compliance measures available with our data.

Next Steps

- Community forum - Sep. 13th
- Board of Regents Work Session - Sep. 14th
- External discussions of technical components - ongoing

Questions 2&3

2. Is the school providing the appropriate conditions for success?

- Why?
 - To ascertain whether or not schools are on track to achieve success for all students.
- How?
 - Methods: Site Visits, Document Review and SurveyWorks
 - Measures: School Climate, Instructional Rigor, Stakeholder Communication, etc.

3. Is the school a viable organization?

- Why?
 - Ensuring that charter schools are being good stewards of public funds.
- How?
 - Methods: Document Review, AG Audit, Site Visits, Federal and State Compliance Reports
 - Measures: Fiscal Health, Demand, Attrition, Parent and student satisfaction, etc.

Next Steps

- **Workgroup 2.0:** Monthly meetings with League of Charters
- **RIDE Charter Performance Review Committee:** Regular meetings with key RIDE personnel in Accelerating School Performance Division, and Office of Educator Quality
- Presentation to Board of Regents in November